

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Communication is an essential need for human being. One of the ways in communication is through speaking. It is very important to master speaking skill. To master speaking skill, students must be trained to use English in communication orally. The frequency in using the language will determine the students in speaking skill, without implementing the experience of learning the language in the real life; it is difficult for the students to master speaking skill. Hence, speaking competence can be accomplished by practicing it orally.

Teaching English in Senior high school is different from teaching English in Elementary and Junior High School. The students in Senior High School are categorized as adult learners. They are more responsible than young learner. Therefore, it is suitable to give senior high school students the kinds of speaking activity.

In teaching English to adult learners, the teacher should be able to give interesting and various materials. Usually, learners will get bored if they got the same topics and methods. That is the problem that must be solved to reach an active teaching-learning speaking class beside the low confidence from the students to speak English.

In teaching English to the eleventh year students of MAN Kalibebber, Wonosobo, the teachers teach the students traditionally. The traditionally method influences the English teaching-learning process, in which many problems appear. First, it is related to the condition of students who have limited vocabulary which will make them unable to say words during teaching-learning process. Second, the students usually use their Javanese language as their mother tongue. Third, the students rarely practice to speak English during English teaching-learning process. For instance, when the teacher asks them to make conversation with other friends in front of class but the students become ashamed, unwilling, and unconfident to speak because they are afraid to make mistakes. Fourth, most of the students are not confident to use English in speaking class. Finally, the student is not interested in the material given to them.

The teacher sometimes can't control the class. The main problems are the way to manage the class. During the teaching-learning process, the teacher should make the students enjoy and interested in the materials. It needs hard work for getting the students attention and speaking ability.

To solve the problems, many methods can be used. One of them is Problem Solving. Problem Solving gives more opportunities for the students to work in pairs or small group, to share information and opinions about the topics given by teacher. Besides, this method can build the students' ability to communicate and share their opinion because if they feel shy or not confident to share their opinion or ask the question to the teacher they can

share and ask their friends who are cleverer in the group. So it can increase self-confidence of the students. Problem solving promotes better learning, increases students motivation and enjoyment in the teaching-learning process.

From the discussion above the writer is interested in carrying out a research dealing with improving students' speaking skill. To reduce student's boredom, many methods can be used. One of them is problem solving. So the writer conducts a research on "Improving Students' Speaking Skill through Problem Solving Activities at the Eleventh Year of MAN Kalibeber, Wonosobo".

## **B. Problem Statement**

Considering the background above, the problem statements are as follows:

1. How is the implementation of problem solving activities in improving students' speaking skill at the eleventh year of M A N Kalibeber, Wonosobo?
2. Can teaching speaking using problem solving activities improve students' speaking skill at the eleventh year of MAN Kalibeber, Wonosobo?

### **C. Objective of the Study**

Based on the problem statements above, the objectives of the study are:

1. to describe the implementation of problem solving activities in improving students' speaking skill at the eleventh year of M A N Kalibeber, wonosobo
2. to clarify whether teaching students' speaking skill using problem solving activities at the eleventh year of MAN Kalibeber, Wonosobo can improve the students' speaking skill or not.

### **D. Limitation of the Study**

This research has broader scope. It is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. The writer wants to know whether problem solving can improve the students' speaking skill at the Eleventh year of MAN Kalibeber, Wonosobo.

### **E. Benefit of the Study**

In this study the writer expects that the research paper has benefits both theoretical and practical:

1. Theoretical Benefit
  - a. The result of the research paper can be useful input in English teaching-learning process especially for improving students' speaking skill through problem solving activities,

- b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching-learning process.

## 2. Practical Benefit

### a. To the Researcher

- 1) The research will improve the writer herself in mastering English.

### b. To the Teacher

- 1) For the English teacher the result of the study can help them in improving students' speaking skill through problem solving activities.

### c. To the other Readers

- 1) The reader will get a large knowledge about improving students' speaking skill through problem solving activities.

## **F. Research Paper Organization**

To enable the writer arranges the research paper and to make it easy to understand, the writer divides this research into five chapters as follows.

Chapter 1 is introduction. It deals with background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature that consists of the previous study, notion speaking skill, elements of speaking skill, notion of teaching

speaking, principles of teaching speaking, improving speaking skill, notion of problem solving, action hypothesis, and indicator performance.

Chapter III is research method. This chapter presents of type of research, action procedures, subject of the study, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research result and discussion. This chapter deals with the discussion and analysis of the data that consists of the how the implementation of problems solving, whether problem solving can improve students' speaking or not.

Chapter V is conclusion and suggestion. This chapter relates to the research conclusion and completed by suggestion to make the research better. Bibliography and some appendixes are also enclosed.